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ABSTRACT

This pamphlet is the thirteenth in a series of reports which describe reading projects funded under Title II of the Elementary and Secondary Education Act (ESEA). Information about the 19 projects summarized in this issue was supplied by ESEA Title II coordinators and reading and media specialists in state departments of education in Alaska, American Samoa, the District of Columbia, Hawaii, Kansas, Maine, Michigan, New York, North Dakota, and Ohio. The description of each project includes title, objective, a brief description, number of pupils served, amount and type of Title II grant, evaluation, and information on whom to write for further information. Some of the projects also indicate additional federal assistance. (WR)

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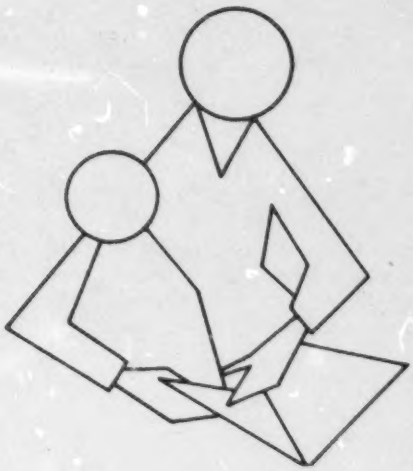

ESEA TITLE II and The Right To Read

NOTABLE READING PROJECTS
MAY-JULY 1973
No. 14-15

Title II Staff Issues Supplement to Reading and Media Selection Aid

Supplement to Aids to Media Selection for Students and Teachers, recently published by the U.S. Office of Education, is a list of some 225 selected bibliographies and periodicals published or revised since 1970 which describe books, audiovisual materials, and multiethnic media suitable for use by pupils and teachers in elementary and secondary schools. The bibliography can be helpful in identifying reading and audiovisual materials in a wide variety of subject areas, including such relevant topics as career education, drug abuse, environmental/ecological education, children's books of international interest, the rights of women, and media useful in celebration of the Bicentennial of the American Revolution. It can assist teachers and media specialists in the selection of media for target groups of children, e.g., the disadvantaged, handicapped, gifted, or children who speak English as a second language. The bibliography is also useful as a source for locating media in varied forms, e.g., paperback books for children; games, simulations, and films for teaching economics; and reproductions of documents, pictures, and maps related to American history.

Single copies of *Supplement to Aids to Media Selection for Students and Teachers* (OE 74-21001) are available free from the Bureau of Libraries and Learning Resources, U.S. Office of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202, as long as the supply lasts. The publication is for sale from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

This bibliography can be very useful in implementing reading projects similar to those described in this bulletin. This is the thirteenth in a series of reports which describe reading projects funded under title II of the Elementary and Secondary Education Act. Information about the 19 projects summarized in this issue was supplied by ESEA title II coordinators and reading and media specialists in State departments of education in Alaska, American Samoa, the District of Columbia, Hawaii, Kansas, Maine, Michigan, New York, North Dakota, and Ohio. Reports on other reading projects funded under title II may be submitted to Dr. Milbrey L. Jones, Bureau of Libraries and Learning Resources, U.S. Office of Education, Washington, D.C. 20202.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

CS 000 949

ESEA TITLE II

Instant Précis — Reading Projects

Title: SUMMER READING PROJECT, LUDINGTON AREA SCHOOLS, LUDINGTON, MICH.

Objective: To increase reading level of underachieving pupils

Project: Selected pupils from all area schools were drawn together during the summer months to participate in an intensive reading skills development program. The new materials and equipment and a ratio of one adult worker to five pupils were highly significant motivating factors. Kits, pamphlets, audiovisual materials, and paperback books were used on an individual basis, with each pupil working at his own level and setting his own pace. Staff included teachers, speech therapists, student teachers, aides, and parents. There was an average gain in reading level of 1.3 months per each month spent in the summer program.

Number of pupils served: 200 public elementary and secondary school pupils

Amount and type of title II grant: Basic grant, $3,541 (printed and audiovisual materials)

Other Federal program assistance: ESEA title I, $14,000; Neighborhood Youth Corps, $1,000

Evaluation: Objective tests; subjective assessment of pupils and teachers

Further information: Robert Garrett, Administrative Assistant, Ludington Area Schools, Court and Rowe Sts., Ludington, Mich. 49431

Title: INDIVIDUALIZED READING, OUR LADY QUEEN OF PEACE SCHOOL, WASHINGTON, D.C.

Objective: To implement an individualized approach to reading

Project: The program was introduced gradually to small groups of children through the informal reading inventory, which gave a good picture of each child's instructional and independent reading level. Each child kept his own reading log which recorded author, title, special words, and his comments on each book. Each story was accompanied by suggestions for interesting related activities to encourage self-expression in writing, art, sharing the story with younger children, etc. A break from the individual work came with partner or group activities also designed to improve basic reading skills. Children showed a renewed interest in reading. More advanced pupils welcomed the variety of stories at their level and slower pupils found satisfaction and gained confidence as they progressed through the sequence. Teachers and pupils report that the project has brought added enjoyment and motivation to the reading program and that the results are gratifying enough to warrant continuation into the next school year.

Number of children served: 100 private elementary school children

Amount from title II for materials loaned:	Special-purpose project, $300
Evaluation:	Standardized tests; observations of teachers; informal survey of pupils
Further information:	Sister Jane Marie Otterson, Teacher-Librarian, Our Lady Queen of Peace School, 3740 Ely Place, SE., Washington, D.C. 20019

Title:	READING AND STUDY CENTER, TUTILA, AMERICAN SAMOA
Objective:	To motivate reading and study among American Samoan school children
Project:	Traditional Samoan life style and housing allow no place or privacy for children to read for pleasure or study after school hours, in the evenings, and during school vacations. Since instruction has been entirely by television until the last few years, the introduction of books, periodicals, and audiovisual materials for the use of children has been an innovation. The children are eager to learn to read and are very excited about the fresh, new materials available to them. The books and other media purchased under the title II program have been placed in the three high school-community libraries and in 19 of the outer village schools for use during the hours when children are not in school. Teachers operate the centers and assist children with their reading and with other study. They also are available to provide some limited tutorial assistance.
Number of pupils served:	3,500 public elementary and secondary school pupils
Amount and type of title II grant:	Basic grant, $39,540 (printed and audiovisual materials)
Other Federal program assistance:	Salaries for teachers serving as library aides paid from Library Services and Construction Act, title I
Further information:	Ms. Mildred Councill, Supervisor of Libraries, Department of Education, Library of American Samoa, P.O. Box 1329, Pago Pago, American Samoa 96799

Title:	INDIVIDUALIZED READING PROJECT FOR CHILDREN OF RECENT SAMOAN IMMIGRANTS, KAPUNAHALA SCHOOL, KANEOHE, HAWAII
Objectives:	To (1) develop and improve the reading skills of children for whom English is a second language; (2) provide an opportunity for children to discover the pleasures of reading for fun
Project:	Sizeable numbers of Samoans are moving to Hawaii and most families have several children. Kapunahala School enrolls a concentration of these children for whom English is a second language. Each child's reading skills are tested and deficiencies diagnosed. Individual prescriptions are prepared, using a multimedia approach with an audio tutorial orientation. Great effort is directed toward maintaining a climate of warmth, friendliness, and encouragement, and children are placed in a regular reading program as soon as possible. The title II project has provided suitable

materials for use in the prescriptive phase, as well as for the regular program in previous years.

Number of pupils served: 45 selected public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $337

Evaluation: Periodic achievement tests to assess progress built into program

Further information: Mr. Gerald Yoshikane, Principal, Kapunahala School, 44-828 Anoi Rd., Kaneohe, Hawaii 96744; telephone 808-247-4681 or 808-247-1011

Title: INDIVIDUALIZED READING AND SOCIAL STUDIES, DILLINGHAM CITY ELEMENTARY SCHOOL, DILLINGHAM, ALASKA

Objective: To improve reading and social studies achievement by at least one year

Project: Since library resources and informed guidance in their use are necessary to the development of a social studies and reading program, title II materials were selected to take into account the wide range of intellectual and achievement differences in the children who attend this school. Listening aids were regarded as particularly suited to the goals of learning for this project and were placed in each K-3 classroom as activity stations for pupils who needed supplemental or recreational learning experiences. Commercially prepared disc and tape recordings are used and supplemented by additional tapes prepared by teachers for special projects or problems. Pupils work their way individually through certain reading and social studies activities with special aid from teachers when it is needed.

Number of pupils served: 105 public elementary school pupils

Amount and type of title II grant: Basic and special-purpose grants, $2,660

Other Federal program assistance: NDEA title III, $221

Evaluation: Standardized pretesting and posttesting in reading and social studies

Further information: Dean Whybark, Principal, Dillingham City Elementary School, P.O. Box 202, Dillingham, Alaska 99576; telephone 907-842-3181

Title: SECONDARY SCHOOL READING PROGRAM, SOUTHWEST LOCAL SCHOOLS, HAMILTON COUNTY, HARRISON, OHIO

Objectives: To (1) help pupils acquire visual and perceptual skills needed for fluent reading; (2) help pupils develop habits of diversified reading for knowledge and pleasure

Project: This project enables secondary school pupils to participate directly or vicariously in a variety of experiences so that concepts found in print will have meaning and may be interpreted. Remedial reading instruction is given to assist pupils in the

development of techniques of word attack to acquire ability to use contextual and typographical clues as aids to meaning, and relate the process of reading to content. Audiovisual materials are used for motivation and there is extensive use of reading and television laboratories. Study programs promote reading by having media—books, films, periodicals—freely available that deal with contemporary issues and critical problems facing young people, e.g., school adjustment; relationships with teachers, family, and friends; planning for the future; drug and alcohol abuse; etc.

Number of pupils served: 1,570 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $74,480 (printed and audiovisual materials)

Evaluation: Informal and standardized testing; cumulative reading records; teacher and pupil self-evaluation

Further information: Joe Wiseman, Assistant Superintendent, Southwest Local School District, 230 South Elm St., Harrison, Ohio 45030

Title: READING PROJECT CORRELATED WITH CAREER EDUCATION, WISNER ELEMENTARY SCHOOL, PONTIAC, MICH.

Objectives: To (1) develop the reading and communication skills essential to success in chosen careers; (2) promote career awareness

Project: A career awareness program gave elementary school pupils an opportunity to explore and evaluate careers through a variety of media experiences. Jointly planned and conducted by classroom teachers, media specialists, counselors, and other special service personnel, the guide sheets which were distributed to provide pupil direction encouraged purposeful visits to the media center. Knowledge of self was related to career preparation. Decisionmaking attitudes and skills were emphasized and reading comprehension and oral and written expression related to success in selected careers. Numerous valuable activities such as preparation and publication of exceptionally good school newspapers have been an outcome of the project. The tutorial or buddy system in effect at Wisner for 4 years was also utilized in this project.

Number of pupils served: 60 public elementary school pupils

Amount and type of title II grant: Basic grant, $1,472 (printed and audiovisual materials)

Other Federal program assistance: Coordinated with Pontiac Career Development Program

Evaluation: Observation; critical examination of content and quality of projects completed; standardized reading and achievement tests

Further information: Mrs. Mary Beck, Media Specialist, Wisner Elementary School, 441 Oakland Ave., Pontiac, Mich. 48056

Title: SPECIAL EDUCATION READING PROJECT, SHARPE HEALTH SCHOOL, WASHINGTON, D.C.

Objective: To individualize the approach to reading and other curriculum areas for handicapped pupils

Project: This project was carried on in conjunction with an ESEA title I project serving target children in grades K-12 who, because of severe and specific learning disorders, perceptual-motor deficiencies, sight and hearing loss, language and adjustment problems, need intensive remediation, especially in reading, mathematics, and language arts. The new materials provided essential information in science, mathematics, social studies, folklore, reading, and art in appropriate formats for the pupils being served. For example, children who could not see or read were given science information on recordings. Other materials included cassette tapes in language arts, reading readiness, science, and music, sound filmstrips for social studies, folklore, mathematics, art, and reading; single concept filmloops on reading; and color slides on modern art. A useful side effect of the project has been the development of teacher evaluations of each instructional item used in terms of its value in teaching handicapped children.

Number of children served: 88 public elementary and secondary school pupils

Amount and type of title II grant: Special-purpose grant, $1,000 (printed and audiovisual materials)

Evaluation: Subjective evaluation of teachers and librarian

Further information: Mary J. DeWeaver, Librarian, Sharpe Health School, 4300 13th St., NW., Washington, D.C. 20015

Title: AN INDIVIDUALIZED CLASSROOM CORRECTIVE READING IMPROVEMENT PROGRAM, SEVEN DOLORS ELEMENTARY SCHOOL, MANHATTAN, KANS.

Objectives: To (1) increase the reading achievement of pupils who are reading below grade placement and potential; (2) improve attitudes toward reading

Project: Pupils who were selected to participate in this project were those who were reading below grade placement or achieving well below reading potential. The project was intended to attain its objective at a level greater than the normal expectancy by changes in classroom procedures and greater reliance on carefully selected media. The new media—familiar children's books, color/sound filmstrips, reading units, etc.—provided children with an interesting and entertaining way of practicing reading and reading-related skills. Although slightly more than one-third of the student body participated directly in the project, the entire school is moving toward greater reliance on individualized reading activities.

Number of pupils served: 120 private elementary school pupils

Amount from title II for materials loaned: Special-purpose project, $3,000

Evaluation: Recreational activities checklist; standardized tests; reading attitude scale

Further information: Sister Barbara Bader, Seven Dolors Elementary School, 306 South Juliette, Manhattan, Kans. 66502

Title: SOUTH SHORE HIGH SCHOOL, BROOKLYN, N.Y.

Objective: To acquire skills and attitudes needed by pupils in extending their education and knowledge

Project: Funds for this project were used to provide new media to support the program of reading skills improvement and expansion of independent study in social studies and humanities. Examples of the courses supported are: American culture, black studies, teenage problems, Eastern civilization, Western civilization, discussion and debate, and consumer education. Independent research assignments give pupils opportunities to develop their ability to find and evaluate reliable sources of information and identify key issues. A staff of five media specialists guides students in effective use of media as they acquire interest in reading and enthusiasm for exploration and research.

Number of pupils served: 3,643 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $60,361 (printed and audiovisual materials)

Evaluation: Quality of projects completed; observation of teachers; achievement in reading and content areas

Further information: Mrs. Minne Motz, Assistant Director of School Library Service, New York City Board of Education, 110 Livingston St., Brooklyn, N.Y. 11201

Title: CONTINUOUS ELEMENTARY SCHOOL READING PROGRAM, LESLIE PUBLIC SCHOOLS, LESLIE, MICH.

Objective: To develop a more effective reading program

Project: On the basis of up-to-date information on reading needs and problems, acquired through a school-wide testing program, teachers of grades K-3 selected a new reading system. A new textbook series was selected and all supplementary materials formerly kept in classrooms were centralized and inventoried, and new materials ordered. Teachers now have access to a far greater variety of materials, in subject matter, format, and reading range. Periodic diagnostic testing enables giving almost immediate attention to individual problems and adjustment of reading assignments according to needs. A reading director assists classroom teachers in record keeping, preparation of materials, analysis of data, and diagnosis of problems. The program is sequential—children begin in September where they left off in June. The program is now being expanded to grades 4-6.

Number of pupils served: 548 public elementary school pupils

Amount and type of title II grant:	Basic grant, $612 (printed and audiovisual materials)
Other Federal program assistance:	Coordinated with ESEA title I reading program
Evaluation:	Standardized testing; diagnosis and prescription
Further information:	Dave Eddington, Superintendent, Leslie Public Schools, 200 N. Main St., Leslie, Mich. 42951

Title:	THE RIGHT TO READ PAPERBACKS, FARRINGTON HIGH SCHOOL, HONOLULU, HAWAII
Objectives:	To (1) put more books into the hands of a greater number of pupils; (2) develop more positive attitudes toward reading
Project:	Farrington High School is located in an inner city area of Honolulu that is surrounded by pockets of poverty in an ambiance of delinquency, drug abuse, and violence. Many of the pupils are from unusually large families, often supported only by welfare programs. Generally, parents are poorly educated with little interest in education, and books or newspapers are seldom brought into the homes. School media staff note pupil preferences for paperback books over hard cover editions even when the same titles are shelved together. A rack of selected paperback books prominently displayed near the entrance of the media center has caused a tremendous jump in the circulation rate of all paperback editions. A poll shows that 72 percent of the student body prefers to borrow paperbacks. The special project has requested funds to increase the paperback collection, both by number of books and by number of titles. Media staff have made careful notes of popular titles and subjects and will add multiple copies of these items.
Number of pupils served:	3,015 public secondary school pupils
Amount and type of title II grant:	Basic grant, $3,000; special-purpose grant, $425 (paperback books)
Evaluation:	Observation of teachers and media staff; records of use of paperback books
Further information:	Ms. Pamela Yashimoto, Head Media Specialist, Farrington High School, 1564 North King St., Honolulu, Hawaii 96817; telephone 808-841-3331

Title:	INDEPENDENT READING, CONCORD PUBLIC SCHOOLS, CONCORD, MICH.
Objectives:	To (1) introduce pupils to the fun of reading; (2) help overcome their negative feelings about books
Project:	An independent reading class was designed in a secondary school for pupils who found it difficult to complete reading assignments or find time to read unassigned books, periodicals, and newspapers. Each pupil was required to read a book each

week; however, most read far beyond the minimum requirement. They selected from books that included many of our common cultural reference points, as well as others that are just good fun, adventure, and learning. Class time was spent reading or looking for interesting titles except when pupils wanted to discuss something. Pupils left the class proud of reading so many books and confident of their ability to read and understand what they read. The class had a "spill-over" effect on the entire student body, with a noticeable spurt in the circulation of titles recommended by pupils enrolled in the independent reading class.

Number of pupils served: 50 public secondary school pupils

Amount and type of title II grant: Basic grant, $583 (paperback books)

Evaluation: Pupil-teacher conferences; class discussions; pupil evaluation of his own progress

Further information: Mr. Ray R. Keech, Superintendent, Concord Public Schools, 405 South Main, Concord, Mich. 49042

Title: INTERDISCIPLINARY STUDIES, ST. FRANCIS HIGH SCHOOL, HONOLULU, HAWAII

Objective: To make readily available sufficient multimedia materials to permit conversion of the curriculum to cross-disciplinary approach to learning through independent study

Project: The facilities of St. Francis High School, a girls' Catholic school, are old, with separate structures interconnected by stairways and walkways. Every nook and cranny, however, is utilized for overflow media, production areas, viewing and listening equipment, special collections, and work areas. The main library, converted from a dormitory, also gets heavy use. With funds provided by title II, materials in many forms have been made available to implement the cross-disciplinary approach to traditional subjects formerly taught separately. Using the humanities as a base, history, English, literature, and Hawaiiana are closely related through special independent study projects planned by pupils in consultation with the 25 teachers. Pupils work individually as well as in small teams, which change membership at the termination of the project. Considerable reading and research on topics of interest has resulted in pupil-made films, slides, tape recordings, graphics of various kinds, and models which often supplement written work.

Number of pupils served: 442 private secondary school pupils

Amount from title II for materials loaned: Basic project, $442 (audiovisual and printed materials)

Evaluation: Subjective assessment; achievement tests; and evaluation of independent projects

Further information: Ms. Sandra Gasinski, Librarian, St. Francis High School, 2707 Pamoa Road, Honolulu, Hawaii 96822; telephone 808-988-4111

Title:	INDIVIDUALIZED LEARNING IN SOCIAL STUDIES, YAKUTAK CITY ELEMENTARY SCHOOL, YAKUTAK CITY, ALASKA
Objective:	To (1) replace a textbook-oriented social studies program with individualized instruction; (2) strengthen ability to read content material with understanding
Project:	The social studies program in this school has begun to structure the curriculum into learning experiences which are designed expressly to teach students how to use materials and ideas critically and reflectively. A social studies resource center has been equipped with filmstrips, film loops, viewers, cassettes, maps, and other materials. Pupils work individually with materials under the guidance of teachers and aides for 4 days each week. The remaining time is used for large group projects and discussion sessions to organize and communicate new ideas and concepts.
Number of pupils served:	75 public elementary school pupils
Amount and type of title II grant:	Basic and special-purpose grants, $2,396
Other Federal program assistance:	NDEA title III, $825
Evaluation:	Teacher evaluation of materials and equipment in terms of suitability for project objectives and amount of use
Further information:	Stan Burrows, Federal Projects Coordinator, Yakutak City Schools, P.O. Box 227, Yakutak, Alaska 99689; telephone 907-784-3283

Title:	REMEDIAL CORRECTIVE READING PROGRAM, JEFFERSON JUNIOR HIGH SCHOOL, WASHINGTON, D.C.
Objectives:	To (1) install systematic reading instruction and a remedial-corrective reading program; (2) introduce team teaching with reading and English teachers; (3) provide group and individualized reading instruction
Project:	Seventh-grade English classes were used to introduce a systematic reading program which involved individualized instruction as well as group activities. Pupils had the opportunity to learn to read or improve reading skills at their own pace, making their selections of study material from an up-to-date collection of classroom materials featuring contemporary topics. Of the 76 children who participated, 73 showed from 1 to 3 years' gain in vocabulary, 1 to 4 years' gain in paragraph comprehension, and a 75 percent increase in reading speed. Librarian and teachers give credit for these gains to the new materials and to individualization of reading instruction.
Number of pupils served:	76 public junior high school pupils
Amount and type of title II grant:	Special-purpose grant, $350 (classroom reading systems)
Evaluation:	Standardized tests

Further information: L. B. Bellinger, Jefferson Junior High School, 8th and H Sts., SW., Washington, D.C. 20024

Title: REGIONAL RESOURCE CENTER, WATERVILLE PUBLIC SCHOOLS, WATERVILLE, MAINE

Objectives: To (1) improve the quality of elementary school instruction, including reading; (2) assist teachers in making more effective use of media; (3) demonstrate cooperative provision of selected media services

Project: Twenty-two small and mostly rural elementary schools with very sparse collections of media will be served in 1973-74 by a regional media center. Administrative funds to operate the center will be obtained through locally raised revenue. Specific services to be offered in the first year of operation include a weekly visit by a media mobile to deliver materials requested by teachers and make newly acquired media available for preview. Media selected for the initial collection will be those not generally available in building media centers or classrooms, or whose frequency of use, cost, or highly specialized nature does not warrant purchase for individual collections. Teachers are participating in the selection of media and in inservice programs on the effective use of media. An advisory committee representing each participating school has functioned since planning for the project began. Basic title II grants and local funds will continue to build collections of media in individual buildings.

Number of pupils served: 5,298 public and 600 private elementary school pupils

Amount and type of title II grant: Special-purpose grant, $30,000 (printed and audiovisual materials)

Evaluation: Survey of degree of success in meeting objectives

Further information: Nelson J. Megna, Superintendent, Waterville Public Schools, Pleasant St., Waterville, Maine 04901

Title: A CULTURAL APPROACH, WEBSTER ELEMENTARY SCHOOL, PONTIAC, MICH.

Objectives: To (1) gain an appreciation of American literary and cultural heritage; (2) develop comprehension and critical response in reading, listening, and viewing in specific content areas

Project: In a study of American life and culture during the period of westward expansion, a multimedia approach was used to introduce a third-grade class to the history, poetry, art, and music related to the period. At the same time, other media on the subject, including well-known children's books and stories, were made available for home and school use. Children were encouraged to express their knowledge of the events studied through their own artwork and created racoon hats, salt paste horses, covered wagon models, and corn husk dolls. They illustrated favorite poems after listening to the poems on tapes. The poetry, art, music stories, and historical events were presented in a format to motivate further exploration in the period and

	stimulate interest in reading as a source of pleasure and enjoyment for young learners.
Number of pupils served:	29 public elementary school pupils
Amount and type of title II grant:	Basic grant, $1,864 (printed and audiovisual materials)
Evaluation:	Analysis made of use of media; subjective judgment of teachers
Further information:	Mrs. Harriet Kennedy, Media Librarian, Webster Elementary School, 640 West Huron, Pontiac, Mich. 48053

Title:	GLEN ULLIN PUBLIC SCHOOL DISTRICT NO. 44, GLEN ULLIN, N.D.
Objectives:	To (1) provide for greater accessibility of media; (2) motivate learning and increase pupil involvement in the learning process
Project:	This district has established centralized media centers in all schools. Professional staff are employed to develop media collections rich in depth and quantity and varied in format to meet demands of innovative instructional methods. Pupils are instructed in the use of media as the needs of the curriculum dictate and also find opportunity to use media in relation to other interests. It is expected that media center staff and teachers will be able to capitalize on interests generated in the classroom as possible sources for creating pupil interest in further reading. Individual reading guidance is promoted through book displays, bulletin boards, individual contacts with pupils, and reading lists.
Number of pupils served:	402 public and 140 private school pupils
Amount and type of title II grant:	Basic grant, $500 (printed materials); $276 (audiovisual materials)
Other Federal program assistance:	Coordinated with ESEA title I project
Evaluation:	Survey of pupil-teacher utilization of media; testing and evaluation of basic skills by classroom teachers
Further information:	Mr. E. J. Hollinger, Superintendent, Glen Ullin Public School District No. 48, Glen Ullin, N.D. 58501; telephone 701-348-3590

GPO 868-463